

Improving Police Personnel Performance in Bidpropam Polda Kepri through Professional Competence and Supervisory Support

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Abstract. *This study aims to analyze the effect of Supervisory Support on Personnel Performance, the effect of Supervisory Support on Professional Competence, and the effect of Professional Competence on Personnel Performance among personnel of the Professional and Security Division (Bidpropam) of the Riau Islands Regional Police (Polda Kepri). The study also examines the role of Professional Competence in mediating the relationship between Supervisory Support and Personnel Performance. A quantitative approach with an explanatory associative research design was employed. The study population consisted of 78 personnel of Bidpropam Polda Kepri, and the entire population was included as respondents using a census sampling technique. Data were collected through questionnaires and analyzed using Structural Equation Modeling based on Partial Least Squares (PLS) with the assistance of SmartPLS 4.1.1. The results indicate that Supervisory Support has a positive and significant effect on Personnel Performance, with a path coefficient of 0.262, a t-statistic of 3.339, and a p-value of 0.001. Supervisory Support also has a positive and significant effect on Professional Competence, with a path coefficient of 0.548, a t-statistic of 8.369, and a p-value of 0.000. Furthermore, Professional Competence has a positive and significant effect on Personnel Performance, with a path coefficient of 0.597, a t-statistic of 8.776, and a p-value of 0.000. Professional Competence is also proven to mediate the effect of Supervisory Support on Personnel Performance, with an indirect effect of 0.327, a t-statistic of 6.975, and a p-value of 0.000. These findings indicate that improving personnel performance can be achieved through strengthening supervisory support and developing professional competence simultaneously. Specifically, Informational Support is the most dominant indicator reflecting Supervisory Support, while Values is the most dominant indicator of Professional Competence and Productivity is the most dominant indicator of Personnel Performance. The research model explains 59.7% of the variance in Personnel Performance and 30.0% of the variance in Professional Competence. These findings emphasize the importance of integrating effective supervision with continuous professional competence development to improve police personnel performance.*

Keywords: Bidpropam Polda Kepri; Personnel Performance; Professional Competence; Supervisory Support.

1. Introduction

The Riau Islands Regional Police's (Polda Riau Islands) Division of Propam (Bidpropam) has demonstrated satisfactory results, demonstrated by the professional handling of various cases involving police officers in accordance with standard operating procedures (SOPs), a conducive public order and security situation, and improved service quality to the public. This success has received public appreciation, despite ongoing complaints regarding police services. These achievements are the result of the hard work of all personnel, support from the executive, legislative, and judicial branches, and participation from the public and other stakeholders. Moving forward, the Division of Propam (Bidpropam) is expected to continue improving its performance to address new challenges in the form of public and government expectations for better and more sustainable services. The primary function of Bidpropam is to enforce the code of ethics and enhance the professionalism of Polri members, in line with the organization's vision and mission and the principle of Precision (Predictive, Responsible, and Transparency with Justice). The increase in public complaints reflects the high demands on police services. Therefore, it is necessary to strengthen the role of leadership, an effective internal oversight system, and an external oversight mechanism through fast and easily accessible public complaints to establish a more transparent and accountable oversight system.

Support from a supervisor or mentor serves not only as technical guidance but also as a facilitator, fostering an adaptive, communicative, and mutually supportive work environment. Effective supervision can help individuals or teams develop their full potential, strengthen problem-solving capacity, and build resilience in the face of ever-changing challenges. Therefore, strong and ongoing supervision is a crucial element in developing superior professional competencies that are relevant to current demands.

Supervisory support basically refers to the extent to which direct superiors provide attention, assistance and facilitation to subordinates in carrying out work tasks.(Judith Johnson et al., 2020)Conceptually, supervisory support can be defined as employees' perceptions of their supervisor's level of concern for their well-being and their supervisor's willingness to provide the direction, feedback, resources, and assistance necessary to complete their work effectively.(Hiebler-Ragger et al., 2021)According to Robert Eisenberger and his colleagues in the Perceived Organizational Support framework, support from the organization is an important signal to employees that their contributions are valued and their needs are taken care of.(Jensen & Solheim, 2020)In this context, supervisors act as the closest representatives of the organization to employees. Therefore, supervisory support is not only instrumental (e.g., providing resources and work direction) but also emotional (e.g., empathy, attention, and appreciation). The combination of these two aspects is a crucial factor that can influence the attitudes, motivation, and ultimately the performance of human resources within an organization.

Previous studies on the influence of supervisory support on human resource performance have shown mixed and inconsistent results. For example, a study by (Jensen & Solheim, 2020) found that support from superiors had a positive and significant effect on improving HR performance. However, this finding differs from the results of the previous study. (Purnami, 2020) which states that perceptions of organizational support do have a positive, but insignificant, influence on employee performance. This discrepancy in findings suggests the presence of other variables that may influence this relationship. Therefore, this study proposes professional competence as a mediating variable that has the potential to bridge the influence of supervisory support on improving HR performance.

2. Research Methods

The type of research used is associative explanatory research, which aims to determine the relationship between two or more variables (Sugiyono, 2012). This research aims to "explain testing" hypothesis with the aim of confirming or strengthening the hypothesis with the hope of strengthening the theory used" foundation. In this case it is supervisory support, professional competence and personnel performance.

3. Results and Discussion

3.1. Respondent Description

The description of the characteristics of the respondents in this study was conducted to provide an overview of the profile of the personnel of the Riau Islands Regional Police's Propam Division as the research subjects. Information on the characteristics of the respondents is necessary to provide context for the results of the research analysis, particularly in understanding the composition of respondents based on gender, age, education level, and length of service. This study involved 100 personnel of the Riau Islands Regional Police's Propam Division as respondents. Furthermore, the characteristics of the respondents based on each category are presented as follows:

a. Gender

The characteristics of the personnel who were respondents in this study can be described according to gender as follows:

Table Respondent Description Based on Gender

Gender	Frequency	Percentage
Man	90	90.0

Woman	10	10.0
Total	100	100.0

Source: Data processing results, 2026.

Table above shows that the study respondents were predominantly male, comprising 90 (90.0%), while female personnel comprised 10 (10.0%). This composition indicates that the study sample structure is relatively male-dominated. This condition can be understood in the context of the characteristics of the police organization, which operationally involves many personnel in carrying out tasks that require physical readiness, mobility, and the implementation of security and discipline enforcement functions.

b. Age

The characteristics of the personnel who were respondents in this study can be described according to age level as follows:

Table Respondent Description Based on Age

Age	Frequency	Percentage
21 - 30 years old	27	27.0
31 - 40 years old	36	36.0
41 - 50 years old	26	26.0
51 - 60 years	11	11.0
Total	100	100.0

Source: Data processing results, 2026.

Table shows that the largest group of respondents were in the 31–40 year age range, namely 36 (36.0%), followed by the 21–30 year age group with 27 (27.0%), the 41–50 year age group with 26 (26.0%), and the 51–60 year age group with 11 (11.0%). Substantively, the dominance of the 31–40 year age group indicates that the majority of respondents are

in a relatively mature working age phase, so they potentially have a combination of experience, maturity in carrying out tasks, and the ability to adapt to organizational demands.

c. Last education

The characteristics of the personnel who were respondents in this study can be described according to their last education as follows:

Table Respondent Description Based on Last Education

last education	Frequency	Percentage
High School/Vocational School	20	20.0
Diploma	14	14.0
Bachelor	53	53.0
Postgraduate	13	13.0
Total	100	100.0

Source: Data processing results, 2026.

Judging from the latest educational data, the majority of respondents have a Bachelor's degree, namely 53 (53.0%), followed by high school/vocational school graduates as many as 20 (20.0%), diploma as many as 14 (14.0%), and postgraduate as many as 13 (13.0%). The data shows that more than half of the respondents have a bachelor's degree educational background, while if the Bachelor's and Postgraduate categories are combined, there are 66 (66.0%) respondents who have higher education at the bachelor's level or higher. This condition indicates that most personnel in the sample have relatively adequate formal educational capital to support their ability to understand procedures, carry out tasks, and respond to increasingly complex organizational demands.

d. Years of service

The characteristics of the personnel who were respondents in this study can be described according to length of service as follows:

Table Respondent Description Based on Length of Service

Years of service	Frequency	Percentage
5 - 10 years	31	31.0
11 - 15 years	33	33.0
16 - 20 years	24	24.0
21 - 25 years old	12	12.0
Total	100	100.0

Source: Primary Data Processing Results, 2026.

Based on the length of service, the majority of respondents were in the 11–15 years category, with 33 (33.0%), followed by 5–10 years of service with 31 (31.0%), 16–20 years with 24 (24.0%), and 21–25 years with 12 (12.0%). This distribution shows that 64 (64.0%) of respondents had worked between 5–15 years, indicating a predominance of personnel with medium to relatively mature work experience. This composition is substantively important because a sufficiently long work experience allows personnel to have a better understanding of organizational characteristics, work mechanisms, official procedures, and the dynamics of task implementation within the Bidpropam environment.

3.2. Descriptive Analysis of Research Data

The responses from the research questionnaire were then analyzed using descriptive statistics to obtain an empirical picture of the response patterns for each indicator used. This analysis was used to identify the tendencies of respondents' perceptions of each variable and to provide an overview of the level of achievement of each variable, categorized as low, medium, or high.

The questionnaire assessment scale is scored 1-5, namely: Strongly Agree (SS) score 5, Agree (S) score 4, Quite Agree (CS) score 3, Disagree (TS) score 2, Strongly Disagree (STS) score 1. Furthermore, the variable descriptions are grouped into 3 categories, namely: low category, score = 1.00 – 2.33, medium category, score = 2.34 – 3.66 and high/good category, with a score of 3.67 – 5.00. The results of the analysis of the description of respondents' answers to each variable are presented in the following table:

Tabel DesResearch Variable Thesis

No	Variables and indicators	Mean	Standard Deviation
1	Supervisory support	3.83	
	a. Emotional support	3.81	0.76
	b. Evaluative support	3.82	0.86
	c. Informational support	3.84	0.83
	d. Instrumental support	3.85	0.82
2	Professional competence	3.85	
	a. Knowledge,	3.87	0.93
	b. Skills,	3.85	0.80
	c. Self-concept	3.80	0.78
	d. Values,	3.88	0.79
3	Personnel performance	3.90	
	a. Productivity.	3.90	0.76
	b. Quality of service.	3.89	0.69
	c. Responsibility.	3.90	0.85
	d. Accountability.	3.85	0.76
	e. Ability to collaborate across sectors	3.94	0.65

Table shows that the supervisory support variable had an overall mean value of 3.83, placing it in the high/good category (3.67–5.00). These results indicate that respondents generally assessed the support provided by supervisors as being effective in assisting with work performance. The instrumental support indicator achieved the highest mean value, at 3.85. This value indicates that personnel felt the strongest support in the form of tangible assistance related to work performance. Conversely, the emotional support indicator achieved the lowest mean value, at 3.81, and is an aspect that still requires attention. However, this value remains in the high/good category, thus not indicating low emotional support, but rather indicating that this aspect has a slightly lower rating than other forms of supervisory support.

The overall mean score for the Professional Competence variable was 3.85, which falls into the high/good category (3.67–5.00). These findings indicate that respondents generally view their professional competencies as adequately supporting their task performance. The values indicator had the highest mean of 3.88. This indicates that the values underlying professional tasks are relatively well-ingrained within the personnel. Meanwhile, the self-concept indicator had the lowest mean of 3.80, making it the weakest aspect compared to other indicators. This value remains in the high/good category, so its significance does not indicate a serious deficiency, but rather indicates that the personnel's understanding and confidence in carrying out their professional roles still have room for strengthening compared to the values, knowledge, and skills aspects.

The personnel performance variable has an overall mean value of 3.90, thus falling into the high/good category (3.67–5.00). These results illustrate that personnel performance has generally been perceived well by respondents in carrying out various job demands. The indicator of the ability to collaborate across sectors obtained the highest mean value of 3.94, indicating the ability to build cooperation with other parties or sectors. This value indicates that the collaboration aspect is one of the important strengths of personnel in supporting the implementation of tasks that require coordination and involvement across parties. The accountability indicator has the lowest mean of 3.85, thus being an aspect that still needs to be strengthened relatively compared to other performance indicators. Nevertheless, a score of 3.85 remains in the high/good category, so that personnel accountability has basically been running well, but relatively still below the ability to collaborate across sectors, productivity, responsibility, and service quality.

a. Evaluation of Measurement Model (Outer Model)

Data analysis in this study used the Partial Least Square (PLS) approach with the help of SmartPLS software version 4.1.1.6. Referring to Ghazali and Latan (2015:7), evaluation in PLS analysis includes three main components, namely the measurement model (outer model), Goodness of Fit (GoF) criteria, and the structural model (inner model). The PLS approach is used to evaluate the model's ability to explain predictive relationships between constructs, including identifying the direction and magnitude of influence and relationships that occur between the analyzed variables.

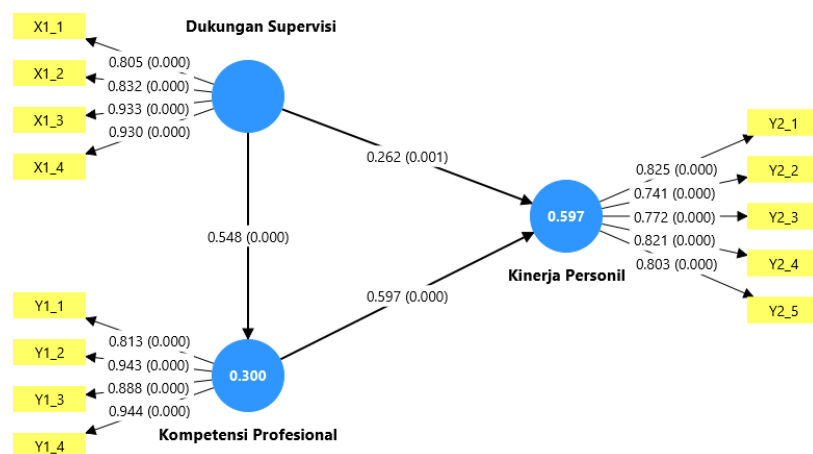


Figure 4 Outer Model SEM-PLS

Source: Results of data processing with Smart PLS 4 (2026)

Measurement model testing (outer model) shows how the manifest or observed variables represent the latent variables to be measured. Measurement model evaluation is conducted to test the model's validity and reliability. The validity criteria are measured by convergent

and discriminant validity, while the construct reliability criteria are measured by composite reliability, Average Variance Extracted (AVE), and Cronbach alpha.

b. Convergent Validity

Convergent validity. The measurement model with reflective indicators is assessed based on the correlation between item scores and component scores calculated using PLS. The measure of individual reflexivity is declared high if the loading factor value is more than 0.7 with the measured construct for confirmatory research and the loading factor value between 0.6 - 0.7 for exploratory research is still acceptable and the Average Variance Extracted (AVE) value must be greater than 0.5.

The convergent validity evaluation for each latent variable can be presented in the outer loading section, which describes the indicator's strength in explaining the latent variable. The results of the convergent validity test can be presented as follows:

1. Convergent Validity Evaluation Supervisory support (X1)

The measurement of the Supervisory Support variable in this study is a reflection of four indicators. The factor loading value of each Supervisory Support variable indicator indicates the evaluation of the outer model measurement model. The following shows the outer loading value for the Supervisory Support construct.

Table Estimation Results of Loading Values of Indicator Factors for Supervision Support Variables (X1)

Code	Indicator	<i>Outer loadings</i>	Note
X11	Emotional support	0.805	Valid
X12	Evaluative support	0.832	Valid
X13	Informational support	0.933	Valid
X14	Instrumental support	0.930	Valid

The data presentation above shows that all indicators of the Supervisory Support variable (X1) have a factor loading value above 0.700. Based on these results, it can be stated that the Supervisory Support variable (X1) can be explained well or can be said to be valid convergently by the indicators of Emotional Support, Evaluative Support, Informational Support, and Instrumental Support.

2. Evaluation of Convergent Validity of Variables Professional competence(Y1)

The measurement of the Professional Competence variable in this study is a reflection of four indicators. The factor loading value of each indicator of the Professional Competence variable indicates the evaluation of the outer model measurement model. The following shows the magnitude of the outer loading for the Professional Competence construct.

Table Estimation Results of Loading Values of Professional Competence Variable Indicator Factors

Code	Indicator	<i>Outer loadings</i>	Note
Y11	Knowledge,	0.813	Valid
Y12	Skills,	0.943	Valid
Y13	Self-concept	0.888	Valid
Y14	Values	0.944	Valid

The data presented above shows that all indicators of the professional competence variable (Y1) have a factor loading value above 0.700. Based on these results, it can be stated that the professional competence variable (Y1) can be explained well or can be said to be valid convergently by the indicators of Knowledge, Skills, Self-Concept and Values.

3. Evaluation of Convergent Validity of Personnel Performance Variable (Y2)

The personnel performance variable in this study reflects five indicators. The evaluation of the measurement model (outer model) was identified from the factor loading values of each indicator of the Personnel Performance variable. The following shows the loading values for the Personnel Performance variable.

Table Estimation Results of Loading Values of Personnel Performance Variable Indicator Factors

Code	Indicator	<i>Outer loadings</i>	Note
Y21	Productivity.	0.825	Valid
Y22	Quality of service.	0.741	Valid

Y23	Responsibility.	0.772	Valid
Y24	Accountability.	0.821	Valid
Y25	Ability to collaborate across sectors	0.803	Valid

The table above shows that the loading factor for each indicator for the Personnel Performance variable is above 0.700. Based on these results, it can be stated that the Personnel Performance variable (Y2) can be explained well or can be said to be valid convergently by the indicators Productivity, Service Quality, Responsibility, Accountability, Ability to cooperate across sectors.

Based on the results of convergent validity testing on each variable, it can be said that all indicators used in this research model are declared valid, so they can be used as a measure for the variables used in this research.

c. Discriminant Validity

Discriminant validity testing is conducted to assess the extent to which each construct in a model can be empirically distinguished from other constructs. A construct is said to have adequate discrimination if the indicators representing it show a stronger relationship with the construct it measures compared to other constructs contained in the model. In this study, discriminant validity evaluation was conducted using three methods: the Heterotrait-Monotrait Ratio (HTMT), the Fornell-Larcker Criterion, and Cross Loading. The findings from these three testing methods for each research variable are then presented and described as follows:

1. Fornell Lacker Criterion

The Fornell-Larcker approach is carried out by comparing the square root of the Average Variance Extracted (AVE) value for each construct with the correlation value between constructs in the model. A construct is declared to meet discriminant validity if the square root of the AVE value is greater than the correlation of that construct with other constructs.

Table MarkFornell Lacker Criterion

	Supervisory Support	Personnel Performance	Professional Competence
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Supervisory Support	0.877		
Personnel Performance	0.589	0.793	
Professional Competence	0.548	0.741	0.899

Note: The values in bold are the AVE root values.

Based on the Fornell-Larcker Criterion test results in the table, the Average Variance Extracted (AVE) root value for each construct shows a greater value compared to the correlation of that construct with other constructs. This finding indicates that each construct has a stronger ability to explain the indicators that represent it compared to its relationship with other constructs in the model. Thus, the discriminant validity criterion has been met well, so that each construct can be empirically distinguished from the other constructs. These results also indicate that the instrument used in this study has adequate discriminant validity to measure all constructs or latent variables analyzed.

2. Heterotrait-Monotrait Ratio (HTMT) Test Results

Validity testing using the Heterotrait-monotrait ratio (HTMT) criterion was conducted by examining the HTMT matrix. The accepted HTMT criterion was below 0.9, indicating that the discriminant validity evaluation was acceptable.

Table MarkDiscriminant Validity Test with Heterotrait-monotrait ratio (HTMT) criteria

	Heterotrait-monotrait ratio (HTMT)
Personnel Performance <-> Supervisory Support	0.648
Professional Competence <-> Supervisory Support	0.582
Professional Competence <-> Personnel Performance	0.827

Source: Processed primary data (2026)

The HTMT estimation results above show that all constructs consistently fall below the recommended threshold (HTMT < 0.90), indicating that the model meets discriminant

validity. This finding provides structural evidence that each latent variable is empirically distinct and does not experience high intercorrelation. This also reflects that each latent construct has strong theoretical differentiation and there is no duplication of meaning between variables. Thus, this measurement model is valid and reliable for further structural analysis based on HTMT criteria.

3. Cross Loading

Discriminant validity testing is also conducted through cross-loading analysis by comparing the indicator's loading value for the measured construct with its loading value for other constructs. An indicator is deemed to have met discriminant validity if the loading value for the measured construct is higher than the loading value for the other constructs.

Table Correlation Value of Constructs with Indicators (Cross Loading)

	Supervisory Support	Personnel Performance	Professional Competence
X1_1	0.805	0.352	0.368
X1_2	0.832	0.585	0.605
X1_3	0.933	0.531	0.449
X1_4	0.930	0.541	0.445
Y1_1	0.521	0.738	0.813
Y1_2	0.473	0.641	0.943
Y1_3	0.495	0.629	0.888
Y1_4	0.465	0.631	0.944
Y2_1	0.575	0.825	0.663
Y2_2	0.407	0.741	0.549

	Supervisory Support	Personnel Performance	Professional Competence
Y2_3	0.507	0.772	0.533
Y2_4	0.458	0.821	0.615
Y2_5	0.363	0.803	0.561

The cross-loading value estimation results demonstrate that each indicator consistently recorded the highest loading coefficient on its target latent construct compared to when correlated with other constructs. This empirical finding confirms that all indicators have a strong and specific relationship to their respective variables and are free from any indication of cross-measurement error. Therefore, it can be concluded that the discriminant validity aspect for all constructs in this model has been met at an ideal level.

d. Reliability Test

Reliability testing is carried out to prove accuracy, consistency and precision instrument in measuring constructs. Reliability testing in this case is seen from three parameters, namely:

- Composite Reliability*. Indicators of a construct give good results, namely if they are able to provide a composite reliability value of more than 0.70.
- Average Variance Extracted(AVE)*. An AVE criterion above 0.5 indicates that the indicators that form the research variables are said to be reliable, so they can be used in further analysis in the research.
- Cronbach alpha*. The Cronbach alpha score criteria of more than 0.70 means that the reliability of the construct being studied is classified as good.(Ghozali, 2014).

The composite reliability, Cronbach's alpha, and AVE values for each construct of this study are presented in full in the table below:

Table Reliability Test Results

Variables	Cronbach's alpha	Composite reliability (rho_c)	Average variance extracted (AVE)

Supervisory Support	0.900	0.930	0.769
Personnel Performance	0.852	0.894	0.629
Professional Competence	0.919	0.944	0.808

Source: Smart PLS 4 data processing (2026)

The results of the reliability test on each construct as presented in the table indicate that all constructs have met the required value limits. The Cronbach's Alpha value for each construct is above 0.70, as are the Composite Reliability values which all exceed 0.70, while the Average Variance Extracted (AVE) value for each construct has exceeded 0.50. These findings indicate that the indicators used have an adequate level of internal consistency in representing the constructs being measured, so that the research instrument can be declared to have a good level of reliability.

Overall, the evaluation results for convergent validity, discriminant validity, and reliability indicate that the indicators used have met the requirements for measuring latent constructs. Thus, all indicators can be declared valid and reliable, making them suitable for use in further analysis at the structural model (inner model) stage and relationship testing.

e. Multicollinearity Test

Multicollinearity testing is necessary before hypothesis testing. Multicollinearity is a condition in which there is a high or perfect correlation between independent variables in a regression model. Multicollinearity can cause inaccurate parameter estimates regarding the influence of each variable on the outcome variable. Multicollinearity testing can be performed by examining the Collinearity Statistics (VIF) values in the inner VIF values. If the inner VIF is <5, it indicates no multicollinearity.

Table Multicollinearity Test Results

	VIF
Supervisory Support -> Personnel Performance	1,429
Supervisory Support -> Professional Competence	1,000

Professional Competence -> Personnel Performance	1,429
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Source: Smart PLS 4 data processing (2026)

The table above shows that all variables have VIF values below 5. This indicates that the resulting model does not contain multicollinearity issues. Therefore, further analysis can be conducted, including goodness of fit testing and hypothesis testing.

4. Conclusion

Based on the results of research on improving the performance of Police personnel in the Riau Islands Regional Police's Propam Division through Professional Competence and Supervisory Support, it can be concluded that Supervisory Support, Professional Competence, and Personnel Performance have a positive and significant relationship in the research model.

- 1) Supervisory support proven to have a positive and significant influence on personnel performance.
- 2) Supervisory support proven to have a positive and significant influence on professional competence
- 3) Professional competence proven to have a positive and significant influence on personnel performance.

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